

AFFINITY PROGRAMMING IN THE AGE OF DIVERSITY, EQUITY, AND INCLUSION

Competency Area(s): Philosophy & Theory | Programming

Your presentation should support a participant's growth in the [Professional Competencies for Leaders in Collegiate Recreation](#)

Competency Level: Practical

SHORT SUMMARY

We ask you to write a brief description of your program that we can use in marketing materials (website, app). NIRSA may edit to meet our style guidelines, and our intent is to maintain an accurate and enticing representation of what participants can expect by attending your program.

What impact have affinity space programs had promoting access and participation in adventure based activities for people with marginalized identities? What are some of the challenges of supporting this type of programming for campus recreation? This session will explore issues surrounding affinity -based programs and examine the potential of these types of programs to transform the “intentional non -user” to an “intentional user”.

Learning Outcomes

Learning outcomes should articulate what new knowledge and skills participants will be able to apply as a result of your program.

1. Define single identity spaces and list what the positive impacts experience by members
2. Describe barriers to participation in adventure based activities for individuals with marginalized identities and how affinity spaces help dismantle those barriers
3. Describe three ways you can support affinity spaces within your campus recreation program

PROGRAM DESCRIPTION

The program description should provide context to your proposal. Why are you proposing this content? Why is relevant to campus recreation professionals?

Single identity spaces or affinity groups provide opportunities for individuals who share an identity, experience or goal to come together. There has been growth in affinity spaces for people with marginalized identities in adventure based activities . Groups such as Latino Outdoors, Brown Girls Climb, Alpenglow Outdoors, and Outdoor Afro have carved out spaces in the outdoors for their members to recreate, learn, and socialize. During this session will look at the evidence of their success in helping to reduce the cultural and social barriers that prevent

marginalized groups form participation. We will examine how the rise in affinity groups in California's Bay area have promoted participation in Adventure based activities such as surfing, backpacking, and climbing. We will spend time exploring why outdoor spaces have been defined by some communities as "white spaces" and the impact that attitudes has had for individuals with marginalized identities. Since these groups are not diverse by nature they are often mistakenly perceived as exclusionary and working against the principles surrounding diversity. We will examine how these programs intersect and with diversity and inclusion and can transform the "intentional non user" to an intentional users of collegiate adventure based activities.

OUTLINE /ACTIVITIES

The outline should provide an overview of how you plan to organize and present information and engage participants

Introductory activity to the concept of affinity

1. An overview of definitions
2. Why are adventure based programs an space thought of as "white spaces"
3. Debunking the myth of exclusion
3. Examples of adventure based affinity groups in the Bay Area of California and how and why they work to promote participation by people of color and other marginalized groups
4. Small group discussions about recreation professional can support the needs of affinity groups and trouble shooting barriers that may emerge from this type of programing
5. Report out discussions from small group

Conclusion - Identify action steps that you can initiate on your own campus

Presentation Duration

NIRSA provides different presentation opportunities of various length.

60 minutes